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STUDENT REPORT

SERVICES TRAINING MANAGER'S GUIDE

MAJOR PATRICK D. EAGAN   86-0765

"insights into tomorrow"

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REPORT NUMBER 86-0765

TITLE SERVICES TRAINING MANAGER'S GUIDE

AUTHOR(S) MAJOR PATRICK D. EAGAN, USAF

FACULTY ADVISOR MAJOR RONALD F. SAMS, ACSC/EDOWC

SPONSOR COLONEL WILLIAM R. CRAIG III, HQ AFESC/DEH

Submitted to the faculty in partial fulfillment of
requirements for graduation.

AIR COMMAND AND STAFF COLLEGE

AIR UNIVERSITY

MAXWELL AFB, AL 36112

DTIC
ELECTED
MAY 29 1986

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AD-A167833

REPORT DOCUMENTATION PAGE

1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED		1b. RESTRICTIVE MARKINGS			
2a. SECURITY CLASSIFICATION AUTHORITY		3. DISTRIBUTION/AVAILABILITY OF REPORT STATEMENT "A" Approved for public release; Distribution is unlimited.			
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE					
4. PERFORMING ORGANIZATION REPORT NUMBER(S) 86-0765		5. MONITORING ORGANIZATION REPORT NUMBER(S)			
6a. NAME OF PERFORMING ORGANIZATION ACSC/EDCC	6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION			
6c. ADDRESS (City, State and ZIP Code) MAXWELL AFB AL 36112-5542		7b. ADDRESS (City, State and ZIP Code)			
8a. NAME OF FUNDING/SPONSORING ORGANIZATION	8b. OFFICE SYMBOL (If applicable)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER			
8c. ADDRESS (City, State and ZIP Code)		10. SOURCE OF FUNDING NOS.			
		PROGRAM ELEMENT NO.	PROJECT NO.	TASK NO.	WORK UNIT NO.
11. TITLE (Include Security Classification) SERVICES TRAINING MANAGER'S GUIDE (U)					

12. PERSONAL AUTHOR(S) Eagan, Patrick D., Major, USAF			
13a. TYPE OF REPORT	13b. TIME COVERED FROM _____ TO _____	14. DATE OF REPORT (Yr., Mo., Day) 1986 April	15. PAGE COUNT 74

16. SUPPLEMENTARY NOTATION

17	COSATI CODES		18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)
FIELD	GROUP	SUB. GR.	

19. ABSTRACT (Continue on reverse if necessary and identify by block number)

The Services Training Manager's Guide was prepared to assist the Air Force Engineering and Services Center (AFESC) to correct deficiencies in managing Services (food service, billeting, etc.) unit's On-the-Job Training programs at Air Force installations. The document is intended for use by the Services Training Manager and structured as an easy reference "how to" document. The areas addressed in the guide include the concept of training and the role of the additional duty Services Training Manager, use of specialty training standards and job qualification standards, upgrade training for Services enlisted personnel, development of training plans, readiness training, learning resource centers, formal training opportunities, and off-duty educational opportunities. The guide is not intended to supersede existing directives.

20. DISTRIBUTION/AVAILABILITY OF ABSTRACT UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT. ☒ DTIC USERS ☐	21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED	
22a. NAME OF RESPONSIBLE INDIVIDUAL ACSC/EDCC MAXWELL AFB AL 36112-5542	22b. TELEPHONE NUMBER (Include Area Code) (205) 293-2483	22c. OFFICE SYMBOL

PREFACE

The development of this Services Training Manager's Guide was undertaken to assist the Air Force Engineering and Services Center (AFESC) to correct deficiencies in managing Services units' training programs at Air Force installations. The need for such a guide was highlighted in The Inspector General Report: Functional Management Inspection of Services Training, PN 85-603, 13 November 1984 - 24 July 1985. Specifically, the use of additional duty personnel to manage the Services unit on-the-job training (OJT) program was not effective because of the lack of training manager experience and guidance.

The information in this document is intended for use by the Services Training Manager. The guide is structured as an easy reference "how to" document to aid in effective management of the Services unit training program. Although the emphasis is given in training of enlisted personnel, it is applicable for officers and civilian employees in areas such as readiness or where civilians are employed in lieu of military personnel.

The areas addressed in the Services Training Manager's Guide include:

Chapter 1. This chapter, "The Services Training Manager", provides discussion of the concept of training and the role of the additional duty Services Training Manager. Key training references are highlighted. A discussion of key personnel at base-level who can provide help to the Services Training Manager is included. The chapter concludes with some helpful hints for organizing a successful training program.

Chapter 2. The chapter clarifies the use of both Specialty Training Standards (STS) and Air Force Job Qualification Standards (AFJQS). Particular attention is given to the use of HQ AFESC developed AFJQSs as the primary training standard for Services specialties. A sample AFJQS is included to familiarize the Services Training Manager with the format and use of the document.

Chapter 3. Upgrade training for Services enlisted personnel is addressed in this chapter. Upgrade training has a significant impact on the promotion and career opportunities of airmen involved in initial or advanced training.

Chapters 4, 5, and 6. These chapters deal with training management and staff assistance that the Services Training Manager should provide to workcenter supervisors. Developing training plans and adequately preparing the "trainers" are key areas addressed in these chapters.

Chapters 7,8,and 9. Services unique training requirements are addressed in these chapters to include Prime RIBS (Readiness in Base Services), learning resource centers, and Services formal training opportunities. The Services Training Manager will often be a key player in these training areas and will work with various branch supervisors to ensure success of the programs.

Chapter 10. This final chapter entitled "Beyond Training" provides the training manager with information regarding a program closely related to OJT and technical training. The program involves enlisted personnel participation in the Community College of the Air Force (CCAF). An overview of the Food Service Management and Lodging Management programs are provided for the Services Training Manager to help explain the CCAF opportunities to airmen.

This document will be published as an Air Force guide after review and approval by the Commander, Air Force Engineering and Services Center, Tyndall AFB, FL. This guide is not designed to supersede or replace applicable manuals and directives. If a conflict develops, the appropriate manual/directive will take precedence over this guide. Update of this guide will be at the discretion of the Director, Housing and Services, Air Force Engineering and Services Center.

The author acknowledges the professional assistance of the following personnel in preparing this document: TSgt Charlie Shultz, HQ AFESC/DEHR; MSgt George Butts, HQ SAC/DPATO; SMSgt Silas G. Starnes, HQ AU/DPAT; MSgt James Wilson and SSgt Jackie Roberts, 3800 ABW/DPMPO; and Sgt Donna Chappel, 3800 ABW/SVH.

(NOTE: Throughout this guide, the term "Services unit" will pertain to both Services Squadrons and Services Divisions of the wing/base organizational structure.)

ABOUT THE AUTHOR

Major Pat Eagan is a professional Services Officer with a wide variety of base-level and higher headquarters Services assignments. He graduated with a BA in Economics and received an Air Force ROTC commission in 1972 from the University of the South, Sewanee, Tennessee. In 1977, he received a Masters of Public Administration degree from Texas Christian University, Fort Worth, Texas and was inducted into the Pi Alpha Alpha Honor Society for Public Affairs and Administration. Major Eagan has completed Squadron Officer School, Air Command and Staff College, and the National Security Management Course. His assignments include Base Food Service Officer at Grand Forks AFB ND; Base Food Service Officer and Chief of Services at Osan AB Korea; Services Operations Officer at Carswell AFB TX; Command Food Services Officer, Chief, Services Division, and Services Management Consultant, SAC Civil Engineering and Services Management Assistance Team at HQ SAC, Offutt AFB NE; and Commander, 43d Services Squadron at Andersen AFB Guam. In 1982, he was selected as the USAF Outstanding Services Manager of the Year. Major Eagan's most recent assignment, prior to attendence at the Air Command and Staff College, was as USAF Inspector at the Air Force Inspection and Safety Center, Norton AFB CA. As the Team Chief for Air Force-wide Functional Management Inspections of "Services Readiness" and "Services Training," he became involved with actions to improve the readiness posture and on-the-job training for Services personnel. It is with this continuing interest that the following Services Training Manager's Guide was prepared.

v

TABLE OF CONTENTS

CONTINUED

LIST OF ILLUSTRATIONS

TABLE

Chapter One

THE SERVICES TRAINING MANAGER

CONCEPT OF TRAINING

Training in the Air Force can be considered as the heart of any functional discipline such as the Services career field. Mission success is based on the ability of our airmen, noncommissioned officers, civilians, and officers to professionally and satisfactorily perform their jobs. To this end the Air Force has developed the Air Force On-the-Job Training (OJT) program. AFR 50-23, On-the-Job Training, defines OJT as "A planned training program designed to prepare and qualify airmen to perform in a given job while actually working in a duty position within their Air Force Specialty. This program will include periods of self-study and supervised instruction." You, as the Services Training Manager, should keep this definition in mind while managing the Services unit training program.

The Services career field uses many Air Force specialties and skills to meet its daily and contingency mission requirements. Therefore, training is central to successful combat support related taskings in the functional areas of food service, billeting operations, furnishings management (housing supply), linen exchange, dormitory management, and mortuary affairs. Additionally, Services units must maintain trained teams of Services personnel for in-place or deployed contingencies. These Prime RIBS (Readiness in Base Services) teams can be either deployed as functional specific or integrated elements. With the variety of tasks and the criticalness of successful combat support, Services units must rely on continuous and meaningful training for its personnel.

While Services training relies primarily on OJT efforts, training is supported by formal technical training programs; home-station and formal readiness training; and individual training using the learning resource center concept. Availability of the various techniques provides Services commanders with assurance that training opportunities are available for personnel to do their jobs in support of the parent wing or base mission.

THE ADDITIONAL DUTY SERVICES TRAINING MANAGER

To manage the Services training program, the Services Squadron Commander or Chief of Services appoints an additional duty unit training manager. Because of the size of Services units, a full-time training manager (AFSC 751X2) is not normally authorized. Therefore, the Services Commander must rely on an additional duty training manager. Nonetheless, the same requirements and responsibilities must be met by the additional duty training manager.

1

RESPONSIBILITIES

This guide highlights the general responsibilities of the Services Training Manager. Table 12-1 of AFR 50-23 lists the basic responsibilities for each unit OJT manager. These include

(1) indoctrinating all unit personnel on the concept, scope, and objectives of OJT,

(2) providing guidance to help supervisors select trainees,

(3) making sure all upgrade trainees have been enrolled and have received applicable career development courses,

(4) advising and assisting supervisors in the development and use of training plans, Master Job Qualification Standards or other aids, and

(5) performing staff assistance visits (SAVs) every 180 days and informal visits between the semi-annual SAVs. This discussion is not meant to replace the requirements of Chapter 12, AFR 50-23, but to complement and clarify responsibilities as they apply to Services units.

MANAGING THE SERVICES UNIT TRAINING PROGRAM

Getting Prepared

An initial requirement of AFR 50-23 is to attend the OJT Manager's Familiarization Course offered at each base. This course provides basic generic training manager familiarization. Extra effort may be needed on the part of the training manager to apply generic OJT techniques to the Services unit setting.

Organize the Training Area

It's best to have the unit training area close to the orderly room if possible. As an alternative, locate the training area close to the duty section having the largest number of personnel. In either case, the training area should have counseling and study areas and a separate area for the audiovisual Learning Resource Center. Your desk and work area should be professional in appearance and functional. You should have a working set of key regulations and manuals to include AFR 50-23, On-the-Job Training, and AFR 39-1, Airmen Classification. A complete list of required and suggested reference documents is at Appendix A. You should also maintain current copies of "Services Letters" that pertain to training initiatives and future trends such as the development of the Learning Resource Centers. The Services Letters are issued by the Air Force Engineering and Services Center to provide

information and policy guidance. Check with unit administrative personnel to make sure copies are made available.

Commander Updates

Establish a periodic update for the commander on the progress of the unit's training program. The training manager is a key staff member, therefore you must keep the commander informed on training progress for both personnel in upgrade training and for personnel who are/or should be receiving qualification or proficiency training.

Visibility and Credibility

Be visible throughout the unit. As an advisor or consultant, you should develop the confidence of supervisors and trainees. Too often training managers fall into an adversary role as an inspector rather than a team player within the unit. A point to remember is the additional duty Services Training Manager will not always have the same AFSC as all duty section personnel in a Services unit. Therefore, you should learn as much as possible about the mission and tasks of all Services duty sections. This can prevent miscommunications and possible improper recommendations for training related problems.

Staff Assistance

Stress the staff assistance role and make informal duty section visits often, especially where there is indication of high trainee or trainer turnover. Early recognition of training problems and corrective actions could ensure favorable results will be noted during the 180-day internal and the annual base Staff Assistance Visits (SAVs). More importantly a well managed program produces better trained airmen to be successful in their jobs.

CDC Management

An important responsibility of the Services Training Manager is the effective and timely management of the Career Development Course (CDC) materials. The CDCs are the primary source of technical data that airmen use for upgrade training. Ensure that supervisors and trainees understand their particular responsibilities using CDC materials and that course completion and testing time limits are met. The status of the CDC completion should be a key concern during periodic briefings to branch supervisors and the commander.

SOURCES OF HELP

Feel free to seek assistance from other qualified experts around the base. Since the Services Training Manager job is normally an additional duty

3

assignment, seek advice and assistance of those with more experience in training management. Training managers from other squadrons (civil engineering, transportation, etc.) can be an excellent source of help. The following fill-in-the-blank list may be useful for ready reference:

OFFICE	NAME	EXT.
BASE OJT Mgr	_____	_____
OJT ADVISORY SERVICE (FTD)	_____	_____
BASE AUDIO VISUAL LIBRARY	_____	_____
PRIME RIBS NCO	_____	_____
CBPO FORMAL TRAINING	_____	_____
BASE EDUCATION OFFICE	_____	_____
OTHER	_____	_____

TRAINING MANAGER'S NOTEBOOK

Establish a quick-reference notebook for key publications and documents frequently used. This should include AFR 50-23, applicable AFESC Services Letters, unit training statistics, AFM 39-1, local policy guidance for training, training schedules, and reports of inspections and staff visits with replies of corrective actions. A well organized reference notebook will aid in organizing workload; provides information in your absence; and provides for continuity in the training program upon changing of training managers.

Chapter Two

TRAINING STANDARDS

INTRODUCTION

There are two common types of training standards used in the Air Force: Specialty Training Standards and Job Qualification Standards. These training standards are a required part of each airman's On-the-Job Training Record, AF Form 623. Training standards are simply lists of individual tasks that are necessary to be done in performing a job. The lists are either developed for a particular AFSC or for sub-categories within an AFSC representing specific duty positions. The items on the training standards lists are compiled by experts in each Air Force Specialty and represent the most common tasks needed to be performed for each particular AFSC or specific duty position. Each training standard format will be described in the following sections with examples shown for training manager familiarization.

SPECIALTY TRAINING STANDARD (STS)

According to AFR 50-23, an STS is an Air Force publication which describes an Air Force specialty in general terms of tasks and knowledge that an airman in a particular specialty may be expected to perform or to know on the job. It is also the agreed upon list or contract between the Air Training Command and the functional user (HQ Air Force and MAJCOM Services managers) to indicate which tasks will be taught in formal technical training schools such as the Food Service and Services Courses at Lowry TTC, CO.

For personnel assigned to Services units, STSs are used as Job Qualification Standards (JQS) in individual On-the-Job Training Records, AF Form 623. The STS, when used as a JQS, provides the list of tasks that may require training in a particular duty position. A discussion of the JQS follows in the next section. The use of STSs in OJT records for Services personnel will become less common in the future as Air Force wide JQSs are being developed for individual duty positions.

JOB QUALIFICATION STANDARD (JQS)

As stipulated in AFR 50-23, the JQS is the basic document for OJT. It is an integral part of the airman's OJT record as it identifies what training is required and reflects certification that a trainee has completed various training requirements. The JQS is further used to certify job task

qualification of personnel who may have received training in a prior assignment. There are three primary forms of Job Qualification Standards: Air Force Job Qualification Standards (AFJQSs), MAJCOM JQSs, and locally developed JQSs.

AFJQSs

These are training standards developed by Air Force Services functional experts for particular duty positions within a Services unit. AFJQSs are a relatively new tool for Services training management and several AFJQSs are still being prepared by HQ AFESC/DEH for Services workcenters. As AFJQSs become available for use at base level, they should be used in lieu of the traditionally converted STS. The STS may be kept in the AF Form 623 as a source document for previously completed training, but not for current training if the AFJQS is available. An extract of an AFJQS is shown for the billeting desk clerk at Appendix B.

The following AFJQSs have been developed for base-level use:

      (1) Billeting Desk Clerk.

      (2) Dormitory Management.

      (3) Dining Hall Supervisor.

      (4) Prime RIBS Manager.

      (5) Food Service Accountant.

      (6) Pastry Kitchen.

      (7) Flight Kitchen.

      (8) Food Service Shift Leader.

      (9) Furnishings Manager.

      (10) Storeroom Clerk.

Check the availability of AFJQSs by periodically reviewing AFR 0-8, Numerical Index of Specialty Training Standards.

With the increasing use of AFJQSs as training standards for Services personnel, the Services Training Manager will have to provide additional assistance to supervisors and trainers in the use of these documents. Proper use of the AFJQSs is important as it serves as the basic task training list for developing workcenter training plans (to be discussed in a later chapter). The AFJQSs also become the permanent training document to record specific task training initiated and completed.

MAJCOM JQSs

These training standards may be developed by MAJCOM Services functional managers when no AFJQS or STS exist for a particular Services AFSC or when MAJCOM unique requirements are not included in an existing AFJQS or STS. As an example, the Strategic Air Command could develop a MAJCOM JQS for Minuteman missile site cooks because it is the only command that uses food service personnel at missile site launch control facilities. MAJCOM JQSs are normally designed to add additional tasks to or supplement an existing AFJQS or STS, not to replace one.

Locally Developed JQS

This is another supplementary form of a training standard. The locally developed JQS identifies unique tasks not identified on the AFJQS or STS. The unique tasks are recorded on a form similar to the AFJQS. It is called the Job Qualification Standard Continuation Sheet, AF Form 797. As an example, AF Form 797 could be used to highlight special tasks needed for cooks who operate a flight line kitchen to support maintenance personnel during exercises and contingencies. Similarly, the AF Form 797 can be used to identify tasks related to a significant additional duty, such as the additional duty Services Training Manager. A sample local JQS (AF Form 797) for an additional duty Services Training Manager is shown at Appendix C.

DOCUMENTATION

Proper documentation of training standards is critical. You should be the resident expert on filling out training forms properly. The step-by-step procedures for filling out the JQSs are located in AFR 50-23, Chapter Seven. Additionally, these procedures are taught and practiced during the OJT Manager's Familiarization Course conducted at each base by the OJT Advisory Service. The Base OJT Manager can make sure that you are scheduled for the course at the earliest opportunity.

Problems with documentation usually result when an airman is transferred to a new duty section and the airman has not been properly interviewed by the new supervisor. The new supervisor should review the OJT record to see what training will be necessary. The supervisor should properly document new tasks assigned and initiate training. Other problems in documentation can result when an inexperienced trainer has not been properly prepared to assume his/her supervision of the trainee. In some cases the trainer may think that the section supervisor will take care of the paperwork and vice-versa, so the documentation may not be accomplished.

Set up a system to periodically review OJT records in the duty sections during informal visits. Identify trends in documentation problems, and offer assistance to supervisors and trainers before problems become too great. Also, pay particular attention to workcenters where there is a high turnover of

airmen between duty positions. If a workcenter has a set job rotation system, then offer assistance prior to the personnel changes.

Documentation is <u>a record of training</u> that is being or has been conducted. Documentation <u>is not training</u> and <u>is not a substitute for training</u>. Be honest and be watchful for pencil-whipping.

Chapter Three

UPGRADE TRAINING TIPS

INTRODUCTION

Upgrade training or UGT is summarized in AFR 50-23, On-the-Job-Training, as "...only one portion of the total OJT program. It leads to the award of a higher skill level and is designed to increase skills and ability." Simplified, it is the job progression from helper (1-level) to semiskilled level (3-level); from semiskilled to skilled level (5-level); and from skilled to advanced level (7-level). The UGT process is a structured process of defining training requirements, providing training, encouraging trainee self-study, and performing evaluation for those airmen during initial training in a career field or advancing to a subsequent skill level in the career field.

The importance of effective management of the Services unit's upgrade training efforts cannot be overemphasized. The Services functional areas are highly labor intensive requiring a large number of lower grade airmen to perform shift work in high visibility areas such as the billeting reception desk and the flight kitchen. Therefore, proper and timely training of these airmen is necessary to ready them for their assigned duties as well as prepare them for successful competition for promotion in rank. For these reasons the Services Training Manager's role in the UGT process will be reviewed in the categories of defining training requirements, providing training, trainee self-study, and evaluation.

SERVICES TRAINING MANAGER'S ROLE IN UPGRADE TRAINING

The Air Force, in AFR 50-23, regards the supervisor as having the greatest single impact on successful mission accomplishment. The supervisor is the key element in planning, conducting and evaluating upgrade training. However, you must be willing and prepared to provide the necessary technical support to make meaningful training happen, especially during the upgrade training process.

Defining Training Requirements

The basic training requirements for each of the AFSCs in Services units are listed in either Specialty Training Standards (STSs) or Air Force Job Qualification Standards (AFJQSs) for each AFSC. The minimum requirements for upgrade are included in AFR 39-1, Airman Classification Regulation, for each AFSC. Make sure that supervisors are familiar with the STSs, AFJQSs, and AFR 39-1 prior to the supervisors training subordinate airmen. Hold regular unit

OJT meetings with supervisors to discuss training. Additionally, review supervisors' and trainers' OJT records to ensure that these individuals are indeed qualified to provide the training required.

Providing Training

The first step in providing training is the development of a logical, organized approach or training plan. The plan should consist of the who, what, when, where, and how of conducting training. For the lower skill levels training will usually consist of hands-on activities in the duty section supported by reference study materials and/or audiovisual aids. Assist supervisors in scheduling training for common tasks among various workcenters, especially in multi-facility food service operations. For furnishing management personnel (AFSC 645X0) and clerical personnel (AFSC 702X0), arrange for training of certain upgrade tasks by using training resources from base supply and central base administration. This affords upgrade training for supply and administrative tasks for which the expertise may not exist in the Services unit.

Self-Study

Self-study by Services airmen in upgrade training consists of the successful completion of the Career Development Course (CDC) for the applicable AFSC. This correspondence program requires the completion of volume review exercises (VREs) and a course examination (CE). CDCs are developed by Services career field experts and are issued in various volumes that are designed to be completed within the time limits for upgrade.

You have a key role in the unit's CDC program. You are responsible for ordering the CDC materials through the Base OJT office. Also, you administer the VREs to airmen enrolled in CDCs. If needed, you can assist the workcenter supervisor establish review or remedial study sessions for airmen with problems passing the VREs or CE.

Evaluation

Monitor the status of course completions and keep the commander appraised of those airmen who might qualify for incentives for receiving high CE scores or those who will require administrative action for failure to complete CDCs.

By monitoring the training conducted in duty sections and completion of VREs and CEs, you can provide the Services commander with an assessment of upgrade training within the unit. This assessment in turn reflects the unit's preparedness to carry-out its mission taskings. While the UGT process provides the Services unit with personnel who have met the minimum training requirements to do their jobs, training doesn't end there. The effective Services training program must look to a continuing type of training to keep Services personnel proficient in their jobs. This type of continuing training is called qualification training and will be discussed in the next chapter.

Chapter Four

QUALIFICATION TRAINING

CONCEPT

Qualification training is the actual hands-on task performance training designed to qualify an airman in a specific duty position. This portion of the dual channel OJT program occurs both during and after the upgrade training process. Qualification training is designed to provide the performance skills required to do the job. In the Services functional world, qualification training can be thought of as proficiency training in our mission jobs, just as the flying squadrons must perform flying proficiency training to stay current in their flight duties. This chapter provides a discussion of how qualification training is used in Services workcenters and highlights your training management role for this important element of training.

USE OF QUALIFICATION TRAINING

Qualification training is conducted anytime an individual is not fully duty position qualified. In other words, if an airmen is assigned to a duty position which involves tasks for which the airmen has not received previous training, then training must be initiated on those tasks. Also, if an airman has demonstrated an inability to perform tasks for which he/she had been previously trained, then additional qualification training is to be given.

Qualification training may be necessary because of mission changes, the introduction of new equipment in a duty section, or regulatory changes. An example of the need to provide qualification training for food services personnel can be found following the opening of a new or renovated dining facility. The new or renovated facility would probably introduce new state-of-the-art food preparation equipment not previously used in existing or unrenovated food service facilities. In this case the food service supervisors and trainers should use the technical data accompanying the new equipment to develop the necessary qualification training.

Another good example of qualification training is the upcoming conversion of many Services' manual administrative and accounting tasks to those requiring automated data processing. For instance, billeting personnel may have already received the appropriate skill level for performing desk clerk duties as required by AFJQS 611X0. Yet, the introduction of a computerized registration system may render the clerks less than fully qualified. Therefore, task specific qualification training should be initiated and properly documented on a locally developed JQS.

A final example for initiating qualification training is the movement of personnel between duty sections. This is especially chronic within the food service branch. An airman may have upgraded to a 5-skill level while working in the main dining facility but was transferred to the flight kitchen. The flight kitchen supervisor should immediately initiate qualification training for tasks that are listed on the AFJQS 622X0-005 for the flight kitchen.

The above examples are not all inclusive but are presented to show the dynamic nature and importance of qualification training for Services workcenters. The very labor-intensive nature of the various Services mission requirements further dictates the effective use and management of qualification training.

SERVICES TRAINING MANAGER'S ROLE IN QUALIFICATION TRAINING
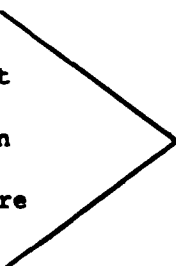
Traditionally, the thrust in training management has been on upgrade training. That's only natural as that's where we start our airmen off when they enter the Air Force. Then we continue to emphasize timely UGT completion in preparing the airmen for promotion testing. Too often, Services managers assume that since an individual has achieved a particular skill level, the individual can perform all tasks associated with the particular AFSC. Although this may be desirable, it is not normally the case. We should all do a better job of using qualification training as a training tool. Review the frequency of qualification training in each Services workcenter. Look for similar operational trends as highlighted in the examples of the previous section and help supervisors identify the qualification training needs. Make this a special interest item during staff assistance visits to duty sections. The end result will be greater reliance on this valuable training tool, thus improving duty proficiency and overall mission support.

Chapter Five

TRAINING PLANS

CONCEPT

The development of training plans is an important action to be accomplished for each workcenter. Training plans are basically written road maps of

- Who
- What
- When > to train.
- Where
- How

Training plans should be developed by the workcenter supervisors. For larger Services functional branches, such as food service or billeting operations, which may have several workcenters, the branch managers/supervisors may elect to centrally develop the training plans. Nonetheless, individual training plans should be maintained for each AFSC in each workcenter. (NOTE: Having individual workcenter training plans does not preclude scheduling of group training for common tasks that apply to more than one workcenter. Trainers and supervisors should seek to avoid duplication of training efforts thus providing more on-the-job productivity.) As the Services Training Manager you will be assisting workcenter supervisors/trainers develop training plans.

The purpose of training plans is to ensure that all training requirements for each AFSC are determined and the methodology for providing the training is developed. The training plan should not be thought of as an administrative burden. Emphasis should be placed on developing a flexible training plan that outlines the best course of action to fulfill training requirements. The training plan should be a tool to manage the unit's training efforts, thus better preparing our airmen to do their mission tasks. The remainder of this chapter is designed to provide some suggestions for developing a workcenter training plan.

BUILDING A TRAINING PLAN

This section will address the building or developing of a workcenter training plan. The primary focus will be on the role of the workcenter

supervisor. This will allow you, the unit training manager to "look-in" at the process to see what and how training manager assistance should be given during workcenter OJT visits. AFR 50-23, Chapter Three, provides valuable guidance for supervisors and trainers developing training programs and plans. Review this guidance with supervisors and trainers prior to developing training plans.

For our example, the newly assigned dining hall supervisor for the Chevron Dining Hall has discovered that his predecessor had not developed workcenter training plans. The following is a suggested methodology in developing the plans. Keep in mind that the supervisor is a busy person so the training plan should be a useful tool to help manage training efforts.

Determine "Who" Needs Training

The supervisor reviews the manning documents and finds the following personnel are assigned to the dining hall:

- 1 - 62250 Assistant Dining Hall Supervisor (in upgrade training to 7-level),

- 4 - 62250 Shift Leaders,

- 12 - 62230 Food Service Specialists (9 of which are in upgrade training),

- 1 - 62250 Storeroom Supervisor,

- 1 - 62230 Storeroom Clerk (in upgrade training),

- 1 - 70250 Administrative Clerk (in upgrade training), and

- 1 - 64550 Supply Clerk (in upgrade training).

Realizing there is a large training load in the dining hall, the supervisor may choose to appoint trainers to assist in providing training. This is recommended especially for the large number of food service specialists in training. Suggest that the shift leaders be made trainers in this case. To make sure that they are better prepared to perform duties of trainers, see the next chapter, "Training for the Trainers," for some helpful hints.

Determine "What" Training is Needed

The supervisor reviews each AFJQS for the different AFSCs and duty positions (Refer to the list in Chapter Two for food service personnel. For the administrative and supply clerks, the STS for those AFSCs will serve as the JQS.) The supervisor circles all tasks on the JQSs that can be expected to be performed in the facility. This process is called developing the "Master JQS" for each duty position. The supervisor also does a similar review of MAJCOM and local JQSs. Those tasks identified will target needed training for both upgrade and qualification training. Additionally, any recurring training

requirements such as fire safety, disaster preparedness, and readiness are to be included on the local JQSs or on AF Form 1098, Special Task Certification and Recurring Training Sheet (Appendix D).

The supervisor should now have a sense of direction for the training program. Recommend he/she look for common tasks among the duty positions that lend themselves for group, class, or audiovisual supported training. In fact, the supervisor could annotate the Master JQSs with codes or notes for completing the training tasks. Examples are "LRC" for Learning Resource Center; "Class" for classroom or group sessions; and "Ind" for individual one-on-one type of OJT.

While reviewing the training requirements for Chevron Dining Hall personnel, the supervisor assigns relative priority to the tasks. These can change from time to time based on personnel rotation, a large influx of directed duty assignment (DDA) airmen, or position vacancies. Keeping the priority in mind will assist in developing training schedules.

The "When" or Scheduling of Training

Scheduling of training provides discipline for training actions. The dining hall supervisor should establish a schedule for group training sessions and/or demonstrations on a recurring basis. Sessions can be scheduled weekly or bi-weekly at the same time. Publishing a schedule is especially important with a large number of upgrade trainees. The schedule should be posted according to subject area to allow for preparation by both trainers and trainees.

Individual schedules may be more useful for qualification trainees or for individual upgrade trainees such as administrative clerks.

"Where" to Train

Training must be provided in an environment conducive to learning. In our example, the supervisor should consider the location of training when reviewing requirements and setting the schedule. The major portion of training in food service, of course, is hands-on while on shift. However, the best environment possible should be considered. Consideration should include ratio of trainees to trainers (ideally, this is 2-3 trainees per trainer, but may vary between workcenters); assignment of cooks to tasks that provide greatest exposure to training opportunities (in other words -- don't stick the new cook on the grill for several weeks without training in other cooking tasks); and assignment of trainer and trainee to the same shift when possible.

The supervisor can also use the Master JQSs to annotate the "where" for training to include kitchen, storeroom, classroom, office, or LRC. Listing the location helps when developing a schedule.

The "How" of Training

The supervisor should put great emphasis on this portion of the planning process. Looking at the varied training requirements in our example, the supervisor determines what teaching method is best for each task. He/she then develops, or delegates to a trainer the development of, a lesson plan or technique to teach the task. For tasks on the JQSs, study references are given that are found in the Career Development Courses (CDCs). These may serve as the lesson plan. Locally unique tasks may involve some work in developing a lesson plan or outline. If films or slide-tapes are used, those should be relevant to the training requirements and not just "square fillers." Hands-on demonstrations should be organized, meaningful, and provided by trainers to fulfill a training need. Lesson plans should be maintained in each workcenter. For larger Services branches with more than one workcenter, the lesson plans can be maintained centrally in the branch staff office.

In certain cases such as the supply or administrative clerks in the example, the "how" may not exist for all training tasks needed for these personnel to upgrade. In these cases, the dining hall supervisor should work with the training manager to seek training assistance in other Services workcenters or in other base organizations. The Master JQS for these AFSCs should reflect such training assistance.

Putting It All Together

It's now time to review the who, what, where, when, and how inputs to the training plan and consolidate into an overall workcenter planning tool. Although the format is not critical, the development of a workable and usable plan is. Using data from the Chevron Dining Hall example, the supervisor may elect to fill in a Training Chart, AF Form 1320 or locally devised form (See Chapter Seven, AFR 50-23). The supervisor may elect to publish a recurring schedule or calendar which shows the who, what, where, and when of various training events. Or, the supervisor may want to make a plain bond consolidated training plan or summary for the dining hall such as Appendix E. Whatever the method, the workcenter supervisor and trainers should use the plan to manage the dining hall's training effort maximizing training resources, reducing duplication of effort, and providing meaningful training.

The final step in building a training plan is to validate. This simply means "try it out." If the plan works, use it. If not, changes will be necessary. Keep the plan flexible to meet the workcenter's training needs.

Chapter Six

TRAINING THE TRAINERS

INTRODUCTION

In Chapter Three we noted the importance of the supervisor in the success
of the Services unit's upgrade training program. Equally important in
realizing a successful unit training program is the "trainer." In many
situations, the supervisor and the trainer are the same individual. However,
it is sometimes necessary to assign another person to actually provide the
training. This is most often found in larger food service facilities.
Trainers should be selected on their experience and ability to communicate
their skills to trainees. While this is desirable it is not always possible,
as trainers are appointed based on position such as dining hall shift leaders.
While these individuals hold the appropriate skill level to provide training to
subordinate airmen, they often lack the experience in managing and supervising
others. Therefore, these individuals will themselves require some training to
ensure they are prepared to teach subordinates and co-workers about duty tasks
required for upgrade and duty assignments.

The key to "training the trainers" is promoting a viable training chain
that starts with the workcenter supervisor assisted by the Services Training
Manager. This chapter is dedicated to assisting you and the supervisor to
train the trainers. It describes what the trainer should know and do. Also
included are tips for you and the supervisor to use in developing the training
chain.

WHAT THE TRAINER SHOULD KNOW AND DO

Part I of AFR 50-23, On-the-Job Training, is designed to help supervisors
and trainers understand the OJT system. Specific duties and responsibilities
for supervisors and trainers are listed in Tables 2-1 and 2-2 of AFR 50-23.
Additionally the following information is provided to supplement the basic OJT
guidance.

The trainer must have fundamental and technical knowledge of how OJT works.
As a minimum, each trainer should be familiar with the workcenter's master JQS.
This is the list which shows all tasks that must be learned by each trainee to
be certified for upgrade and/or for qualification training (development of the
master JQS was described in the previous chapter). The master JQS should be
used by the trainer in briefing trainees on what will occur during OJT. The

master JQS also provides the skeleton for annotating the individual AFJQS included in each trainee's OJT folder.

The trainer must be familiar with proper documentation of OJT records of trainees. These should be kept current and not updated during a frenzy prior to an internal or base OJT inspection. If records are not current or accurate, trainees may not receive credit for training they have completed or they may be given credit for training not accomplished.

The trainer should avoid short-cuts or techniques that are not supported by study reference materials. This is especially important in food preparation tasks, as trainees are tested in the course examination on technical principles of food preparation. Similarly in billeting operations, trainees should adhere to governing directives in handling cash and controlled forms. Approved local deviations should be thoroughly explained as well as reinforcing primary principles that are testable.

A trainer should not overload trainees with too many tasks in any one training session. Some tasks may require repeated hands-on experience while others may be easier to grasp. It is better for a trainee to be 100% qualified on only five or six tasks than to be only 25% qualified on a large number of tasks. Steady progress is more desirable and reflects a sound, logical training plan.

The trainer should also be familiar with training aids such as the Services Learning Resource Center (LRC). Audiovisual programs are available to support and reinforce specific task training. In fact, using the LRC may even reduce time required to explain principles involved in completing tasks.

DEVELOPING THE CHAIN OR "TRAINING THE TRAINER"

The first thing you should do when an airman or NCO is appointed as a trainer is get that individual enrolled in the base OJT Trainer Orientation Course offered by the OJT Advisory Service at each base. The course gives the new trainer a sound, general background of OJT from the trainer perspective and provides a background in proper documentation of trainee records. Course completion should be verified and annotated in the trainer's own OJT records.

Sometimes there is reluctance on the part of a supervisor to appoint subordinate trainers within a workcenter, especially in larger dining facilities. This may be a result of poor supervision or lack of duty delegation. It may also reflect the desire of some supervisors not to lose trainers for the period of time it takes to complete the OJT Trainer Orientation Course. Whatever the reason, this may not be a particularly healthy situation in the workcenter. The training chain, so to speak, is broken and the shift leaders are not receiving adequate preparation to move up and become front line supervisors themselves. When you find that there are not enough trainers and training in a facility is noticeably deficient, discuss it with appropriate branch managers and, if necessary, the commander.

You should keep all trainers, in addition to supervisors, knowledgeable of tools such as the LRC to assist their training efforts. This can be done through announcements at unit OJT meetings, during Commander's Calls, or in individual sessions. You could even have a promotional demonstration for the LRC and show how this tool can be used to supplement hands-on training and save manhours. For example, food service trainers can use the audiovisual aids concerning salad preparation to present an introduction and explanation of the theory of salad making and display. This could then be followed up with the actual hands-on training to demonstrate and reinforce the theories previously presented. The use of the LRC provides the trainer an already developed tool to provide initial exposure of the subject to trainees. Practical experience can then be scheduled to coincide with the daily salad menus in the dining facility without having to provide total reverbalization of the theories already learned.

You should encourage supervisors to work with trainers to develop training skills which in turn helps develop the supervisory and management skills of the senior airmen and junior NCOs. Most AFJQSs have a section devoted to training. The training tasks shown on the JQSs call for knowledge level understanding. Some tasks also require that the trainer demonstrate understanding of the OJT process and training techniques. It is the supervisor's responsibility to help the trainer develop the needed proficiency in these tasks before the trainer is delegated training duties.

The supervisor provides strength to the chain by carefully evaluating the capabilities of trainers. If they are not qualified in training tasks or have not had previous duties as a trainer, the supervisor should initiate qualification training (Chapter Four) for the deficient areas. By doing this, the supervisor is visibly discharging his/her responsibilities as a trainer also. This sets a good example that all subordinates see and reinforces the training chain.

During informal workcenter visits or scheduled staff assistance visits, you should interview trainers to confirm their ability to provide the necessary training to subordinates. Additionally, the training manager should review the OJT records of the trainers to see if they are certified or "signed-off" as duty position qualified for the tasks they are providing training for. If not, you should work with the workcenter supervisor to initiate qualification training.

Looking back at this subject of "training the trainers," we should not use a haphazard process of assigning training duties to a shift leader or a junior NCO because of position or rank. The trainer must be knowledgable in the tasks to be taught, must have the proper preparation and certification from the supervisor, and must have tools made available for performing training tasks. When the supervisor, assisted by you, the Services Training Manager, provides appropriate qualification training in addition to making tools available, a viable training chain is established. The trainer can provide good instruction to the airmen in training, thus strengthening the chain for Services training efforts. Properly trained cooks, services specialists, clerks, and furnishings management specialists therefore become proficient at their jobs which results in successful Services mission support.
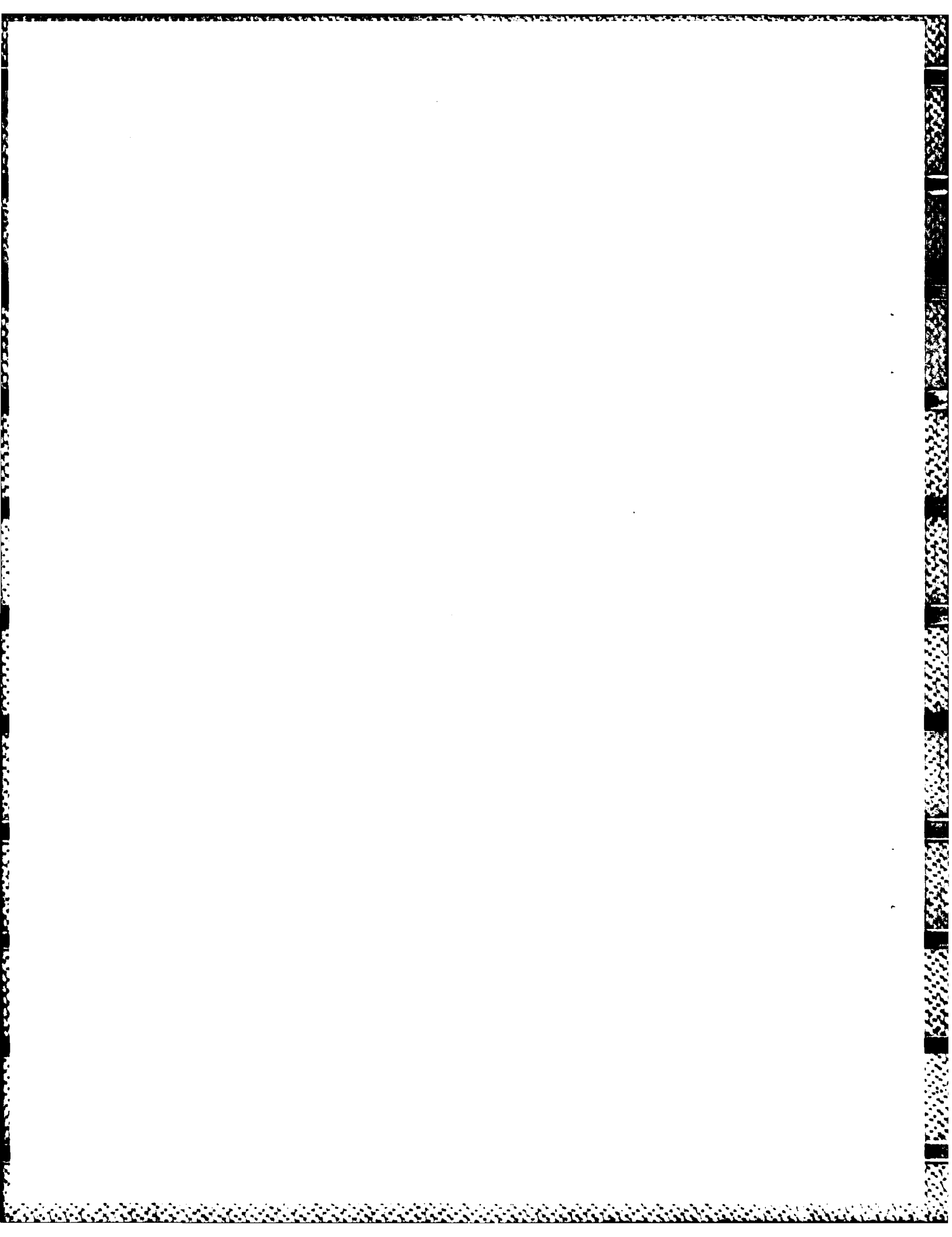
Chapter Seven

READINESS TRAINING

CONCEPT

Readiness is an important aspect of the Services unit's combat support role. To meet readiness commitments, the Air Force has established the Prime RIBS (Readiness in Base Services) program which organizes and trains Services military forces for wartime and peacetime contingency combat service support roles. The objectives of the program are to provide food service, billeting, laundry, and mortuary services to Air Force personnel in support of the Air Force mission. To meet the objectives, Services units must organize, train, and equip Services forces to support the Air Force mission during wartime, natural disaster, major accidents, and other contingencies. Although much of the readiness training for Services personnel is complementary to OJT efforts, certain specialized training requirements and documentation of readiness training do exist. This chapter provides information regarding Services readiness training management, training requirements, and readiness reporting.

READINESS TRAINING MANAGEMENT

The training of Prime RIBS personnel can be viewed as a shared responsibility. In addition to the involvement of the Services Training Manager, the Services Commander (or Chief of Services) appoints a fully qualified NCO in AFSC 622XX or 611XX as Prime RIBS NCOIC/trainer. The Prime RIBS NCO conducts or schedules all Prime RIBS home station and formal training classes; maintains a record of team training on AF Form 1320, Training Chart, or an automated information management system; and certifies contingency training tasks on Job Qualification Standards (JQSs) and Special Task Certification and Recurring Training Sheet, AF Form 1098, in accordance with AFR 50-23.

As the Services Training Manager, you should help the Prime RIBS NCOIC in scheduling training, conducting training, and making available audiovisual aids and equipment such as the Learning Resource Center. You can also assist by coordinating recurring training requirements with other base agencies. For example, Base Operations and Training Division provides small arms training and the Base Disaster Preparedness Office provides nuclear, biological, and chemical training. It is useful to monitor scheduled readiness training to ensure that duplication of training is minimized. Such duplication can occur in food services workcenters since cooks have mandatory field feeding task requirements during OJT upgrade. This training can be accomplished concurrently during home station Prime RIBS training and certified accordingly.

Chapter Three of AFR 140-3, Air Force Prime Readiness in Base Services (RIBS), provides the Prime RIBS NCOIC with Prime RIBS program training responsibilities, requirements, and documentation requirements. Additionally, AFP 140-4, The Prime RIBS Manager's Handbook, is a useful tool for Prime RIBS personnel in meeting specific training task requirements. These publications are maintained by Prime RIBS managers and you should become familiar with the contents.

The Services Training Manager plays an important part in readiness training during staff assistance visits to duty sections. Review the scheduling, conduct, and documentation of readiness training as an integral part of the unit's OJT effort.

READINESS TRAINING REQUIREMENTS

The following is a general description of Prime RIBS training requirements for Services units as stipulated in AFR 140-3. The list is included as a quick reference tool for the Services Training Manager.

Home Station Training Requirements

Overall Prime RIBS home station annual training requirements are shown in table 7-1.

a. Sanitation training consists of food handlers' training (AFR 163-8) and field hygiene training (AFM 161-10).

b. Field equipment training consists of food preparation proficiency in addition to operation and maintenance proficiency training on field ranges, immersion heaters, and M-2 burner units. When available, mobile kitchen trailers (MKTs) will be used for this training.

c. Search and recovery training consists of participating in a search and recovery exercise, and familiarization with mortuary identification and shipment procedures. AFSC 611XX training also should include, using audiovisual materials, familiarization of field laundry operations.

d. Survival training consists of small arms qualification and nuclear, biological, and chemical training. All personnel assigned to Services units and squadrons must be eligible to receive this training.

e. Completion of the formal training requirement (discussed on the next page) also may count as completing the annual home station training requirement for the year of attendance.

f. Vehicle training operation of a 2-1/2 ton truck is required for 30 percent of Prime RIBS personnel in AFSCs 622XX and 611XX. At bases where a 2-1/2 ton truck is not available, vehicle operators must be certified on a 1-1/2 ton truck.

22

Table 7-1. Prime RIBS Training Requirements.

AFSC	Sanitation	Field Equipment	Search and Recovery	Survival	Vehicle
621X		X	X	X	
624X/622X	X	X	X	X	
622XX	X	X		X	30%
611XX			X	X	30%
645XX				X	100%
702XX				X	

Source: AFR 140-3

Formal Training Requirements

All Prime RIBS personnel in AFSCs 62XX, 622XX, and 611XX are required to receive formal training at an AFESC-approved field training site. Training is required every 36 months, but no more frequently than 18 months. Prime RIBS personnel (AFSCs 62XX and 622XX) who participate in an exercise or deployment under field conditions, and who use Harvest Bare, Harvest Eagle, or MKT field equipment for a minimum of 3 consecutive days (or 36 hours of equipment use within a 30-day time period) may be given credit for fulfilling the formal training requirement. Attendance at a formal ATC course at Lowry AFB, CO does not fulfill this requirement. Prime RIBS personnel in AFSCs 611XX may not fulfill the formal training requirement by exercise participation; these personnel must attend a formal AFESC-approved field training course.

READINESS REPORTING

Timely and proper training of Prime RIBS personnel is essential in preparing Prime RIBS team members to perform their combat support tasks. Just as important as the training itself is the proper recording of that training. The training data compiled by the Prime RIBS NCO is used as an input to the Unit Combat Readiness Report (UNITREP). In combat support units, Services units report combat readiness status ratings to the Joint Chiefs of Staff under UNITREP procedures. Therefore, accurate training documentation is critical in

determining the Services unit's force availability to meet the contingency contribution to Air Force mission.

The Services Training Manager should be aware of the importance of the readiness training requirements and documentation of such. Therefore, make every effort to assist Prime RIBS managers in conducting and validating readiness training.

Chapter Eight

LEARNING RESOURCE CENTER (LRC)

CONCEPT

To promote the use of audiovisual training aids, the Air Force Engineering and Services Center has developed a learning resource center (LRC) module for use in Services units. The LRC consists of one or more carrels (electronic booths) which incorporate a sound-on-slide projector, a television monitor and receiver, and both 1/2- and 3/4- inch video cassette players. The two video cassette sizes and formats are necessary to take advantage of the wide variety of videos available from commercial and military sources. The LRC should be in a central location for Services personnel to view training films or sound-on-slide programs at their own pace. This chapter continues with a discussion of the use of the LRC, use of audiovisual training aids, and your role with the LRC.

USE OF THE LRC

The LRC is designed to enhance training efforts by allowing individual training for a variety of shift workers without disrupting mission tasks as could happen when conducting large classroom instruction. The LRC can be used by Services managers to assist in initial training for new personnel (military or civilian), upgrade training, proficiency training, and home-station readiness training. Its use is not restricted to appropriated fund military and civilian employees. It may also be used by non-appropriated fund employees of the Billeting Branch. The LRC can accommodate commercially available training aids as well as those available through the audiovisual library. A Services unit with an LRC should eventually accumulate their own library of training aids.

AUDIOVISUAL TRAINING AIDS

Audiovisual aids assist managers to teach trainees' customer relations skills, productivity techniques, and basic principles. The aids provide a mental image of how a job should be done. These aids are used in the Services LRC in conjunction with a comprehensive OJT program to enhance job knowledge and courtesy of the entire workforce. Appendices F and G are lists of audiovisual training aids that are currently available for Food Service and Services specialists. These aids should be included on appropriate training plans and their use must be annotated on locally developed Job Qualification Standards, AF Forms 797.

SERVICES TRAINING MANAGER'S ROLE IN USE OF THE LRC

You, as the Services Training Manager, are the focal point for establishing, maintaining, promoting, and scheduling the use of the LRC. If an LRC has not been established, work with the unit equipment custodian and the commander to fund and purchase an appropriate number of LRCs. The Table of Allowances (TAs) which govern the authorization and list stock numbers of individual equipment items are TA 629, Part ZB, and TA 006, Part AA. Specifics on purchasing LRC equipment are contained in HQ AFFSC Services Letter 84-17, Services Learning Resource Centers.

Promote the use of the LRC by encouraging supervisors and managers to include available audiovisual aids in workcenter training plans. For example, the LRC is noted as a training method for item 4 in the sample training plan (Appendix E). The audiovisual aid 600050-DF, Services Field Feeding (listed in Appendix F), could be used with the LRC to partially satisfy the training requirements.

Scheduling and monitoring of LRC use ensures maximum efficiency of this valuable training tool. Encourage use during other than normal duty hours to better serve the various Services shift workers. Use of available audiovisual aids with the LRC should be an item of interest during workcenter staff assistance visits.

The effective promotion and use of the Services Learning Resource Center can be a positive aspect of the overall Services training program.

Chapter Nine

FORMAL TECHNICAL TRAINING COURSES

CONCEPT

Formal technical training for certain Services Air Force specialty codes (AFSCs) is conducted by Air Training Command (ATC) at Lowry Technical Training Center (TTC), Colorado. Courses include Services Staff Officer, Services Operations Officer, Food Service Officer, Mortuary Affairs Officer, Billeting Management, Services Supervisor, Food Service Supervisor, and Food Service Specialist. Additionally, mobile technical training teams, under the direction of Lowry TTC, conduct Services Supervisor and Billeting Management courses in PACAF and USAFE. Scheduling for officer courses is normally handled by base personnel managers, however, some of these courses can be attended by enlisted personnel who meet the prerequisites. The scheduling of enlisted personnel for these courses and for all enlisted courses should be handled by the Services Training Manager in coordination with appropriate workcenter supervisors. This chapter provides course descriptions for technical training courses that are available for attendance by Services enlisted personnel. Additionally, your role in the technical training area is discussed.

COURSE DESCRIPTIONS

The following technical training courses are offered at Lowry TTC and are listed in AFR 50-5, USAF Formal Schools Catalog. The following are only summaries from the catalog. Please consult AFR 50-5 for current descriptions before scheduling personnel for training.

ENLISTED

G3AZR61170 003-SERVICES SUPERVISOR (Two Weeks)

This course provides training on the Services career field, Services related publications, personnel relations and management, intrabase relationships, linen exchange, Air Force Commissary Service, Army and Air Force Exchange Service, food service, Services readiness, billeting management, furnishings management, mortuary affairs, protection of funds, and safety.

Prerequisites: AFSC 61150 or higher. Equivalent qualifications for civilians. NOTE: Graduates of G4AST61170 003 are not eligible to attend this course. Students who attended G3AZR61170 003 before 31 Dec 84 have received the training provided in G3OZR6221 001 during the last five days of the course.

27

G3ABR62230 000-FOOD SERVICE SPECIALIST (Eight Weeks, Four Days)

Training is provided in preparation, cooking and serving of food (includes bakery items); operating, cleaning and maintaining of food service equipment; and Prime RIBS.

Prerequisites: English Comprehension Level (ECL) of 70.

G3AZR62270 001-FOOD SERVICE SUPERVISOR (Four Weeks, One Day)

Training is provided in technical management skills to perform duties as a dining facility supervisor. Specific areas include training in the food service career field, food service publications, sanitation, nutrition, revision of the USAF Worldwide Menu, baking, flight and missile feeding, safety, obtaining equipment and supplies, food service contracts, energy conservation, inspecting food service activities, human behavior and management techniques, subsistence records, the food service production log, accountable forms, the food service operations report, the recipe and menu pricing system, A La Carte System (ALACS) cash register operation, interpreting cash register tapes, accounting within ALACS, ALACS ground feeding, evaluating dining facilities, and the USAF graduate evaluation program.

Prerequisites: AFSC 62270 (Staff Sergeant and above), 62299, or 62200. Civilians with comparable qualifications assigned to food service supervisor duties. English Comprehension Level (ECL) of 70. NOTE: Graduates of G4AST62270 000 are not eligible to attend this course. Course G3AZR62270 002 is also the last six days of this course.

G3AZR62270 002-AF A LA CARTE SYSTEM (ALACS) FEEDING (One Week, One Day)

This course provides training in technical management skills to perform selected duties as a dining facility supervisor. Training in recipe and menu pricing, ALACS cash register operation, interpreting cash register tape, accounting within ALACS, and ALACS ground feeding is included.

Prerequisite: AFSC 62270, 62299 or 62200. This course is the last six days of G3AAR62270 001, Food Service Supervisor.

OFFICER

G3OAR6211 001-SERVICES STAFF OFFICER (Two Weeks)

Training is provided for skills needed to perform the duties of a Services Staff Officer (AFSC 621X). The scope of training includes Services executive management with emphasis on readiness, effective communications, Services "salesmanship," facility management, staff career development, resource

management, interpretation of management indicators, mortuary affairs, the Air Force Occupation Safety and Health (AFOSH) program as it pertains to Services functions, and technical training graduate evaluation.

Prerequisite: Captains with eight years commissioned service, six of which must be in Services. One of the six years may be offset by successful completion of the Services Operations Officer Course.

G3OZR6221 000-BILLETING MANAGEMENT (Three Weeks)

Training is conducted in management and control of unaccompanied and transient quarters, programming and maintenance of quarters, NAF management and accounting, labor management, supervisory skills, customer service, housekeeping management, general management techniques, and contingency planning.

Prerequisites: Officers (622X); noncommissioned officers (SSgt through CMSgt) who have completed course G3AZR61170 003 or have been awarded a control AFSC 61170 or 61190, and civilian personnel assigned supervisory duties in billeting activities. NOTE: Graduates of Course G4OST6221 000 are not eligible to attend this course.

G3OBR6221 001-SERVICES OPERATIONS OFFICER (Three Weeks)

This course includes training in the 62XX career program, communications and operations security, consumer affairs, intrabase relationships, Army and Air Force Exchange Service, Air Force Commissary Service, mortuary affairs, linen exchange, food service, billeting, furnishings management, and the AFOSH program.

Prerequisites: Officers (622X); NCOs holding AFSC 61190 or 61100 who are MSgt and above filling Services Operations Officer positions; and civilians filling Chief of Services or Operations Officer positions, GS-7 or above. NOTE: Graduates of Course G4OST6221 002 are not eligible to attend this course. Course G3OZR6221 001 is the last 5 days of this course.

G3OZR6221 001-MORTUARY AFFAIRS OFFICER (One Week)

Training is provided in duties and responsibilities of the mortuary officer or NCO, mortuary benefits, eligibility and funding, care and disposition of remains, military honors program, summary court officer duties, and mortuary affairs case problems.

Prerequisites: Officers 1st Lt and above; NCOs holding AFSC 61170 who are TSgt or above; civilians performing mortuary affairs officer duties, GS-7 or above. NOTE: Graduates of G2OSR6221 000, G3OBR6221 001, G3AZR61170 003, G4OST6221 001 and G4OST6221 002 are not eligible to attend this course.

G3OBR6241 002-FOOD SERVICE OFFICER (Two Weeks, Four Days)

Training includes communications and operations security, introduction to
Services, food service organizational description, interaction with base
agencies, food service operational principles, food service management
fundamentals, principles of contract administration, management techniques,
training management, consumer affairs, facilities improvement, key management
indicators, and the AFOSH program.

Prerequisites: Officers (624X) or civilians (GS-7 or above) assigned to
equivalent position.

SERVICES TRAINING MANAGER'S ROLE IN FORMAL TECHNICAL TRAINING

Monitoring

As stated above, the Services Training Manager is the focal point for
monitoring availability of enlisted technical training class quotas and
providing requirements to the CBPO formal training unit. The parent MAJCOM
normally allocates quarterly quotas for each course to bases. The base (using
the input from the Services Training Manager) provides the names of the
personnel who will fill the particular quota positions. Carefully monitor this
program to insure that needless cancellations do not occur which result in
"no-shows" for the base and parent MAJCOM. "No-shows" cause lost formal
training opportunities as well as losses in training funds.

Technical Training Feedback

There are two feedback techniques of formal technical training that measure
the progress of technical school graduates and the quality of training
received. Upon graduation and return to permanent duty station, graduates and
graduates' supervisors are encouraged to use AF Form 1284, Training Quality
Report (TQR) (Appendix H), to indicate training deficiencies and provide
training feedback to Lowry TTC and the graduates' major commands. Also, direct
correspondence questionnaires are forwarded to graduates and supervisors about
4-6 months after course completion to measure effectiveness of training
received at Lowry TTC.

Become familiar with the above technical training feedback systems.
Additional information is located in AFR 50-38, Field Evaluation of Education
and Training Programs. Stress the timely submittal of the feedback documents
and provide assistance to graduates and supervisors in completing the
documents.

Chapter Ten

BEYOND TRAINING -- EDUCATIONAL OPPORTUNITIES

BACKGROUND

Airmen and noncommissioned officers working in the food service or billeting career fields have an excellent opportunity to further their education. Achievement of an academic credential supporting their Air Force specialty will strengthen both their short- and long-range professional and personal goals. This chapter provides general information concerning the Associate in Applied Science (AAS) degree in Food Service Management (formerly Restaurant Management) and the Associate in Applied Science degree in Lodging Management, both of which are available through the Community College of the Air Force (CCAF).

CCAF is a federally chartered community college with 73 associate degree programs and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The administrative center of the college is located at Maxwell AFB, Alabama. Personnel at the center work closely with the Base Education Officers and counselors around the world to service students from registration through graduation. All Air Force enlisted personnel including members of the Guard and Reserve components are eligible to participate in CCAF.

SERVICES RELATED DEGREE PROGRAMS

To be eligible to enroll in a specific CCAF degree program, enlisted personnel must have a primary, secondary, or tertiary Air Force Specialty Code appropriate to the degree program. In the case of food service personnel, they are eligible to enroll in the Food Service Management program along with USAF's Meatcutters and Open Mess managers. Services personnel working in billeting, linen exchange, and dormitory management are eligible to register in the new Lodging Management degree program.

CCAF will accept a broad range of collegiate-level work to satisfy degree requirements. Sources of credit that may be applied to the program are Air Force technical training courses, internship, some correspondence courses and examinations, civilian college work, and professional military education.

Entry and advanced level technical training courses are another source of credit for CCAF's Services students. Food service personnel (AFSC 622X0) have an entry level technical school which presently satisfies 12 semester hours

toward the technical (major) areas of their degree program. They also have the opportunity to receive credit for completing the Food Service Supervisor Course and Air Force A La Carte Feeding System Course. On the other hand, Services personnel (AFSC 611X0) do not have an opportunity to attend an entry level technical school. However, some course work completed in other USAF technical schools related to the AFSCs from which they retrained may be applied to their degree program. Also, Services personnel may receive up to 13 semester hours credit for the four advanced technical training courses in their field.

Internship is another source of credit for personnel in both specialties to apply toward completing their degrees. Specifically, the internship credit is based upon the USAF on-the-job training system. Internship credit varies for each AFSC, so have airmen check with the base education office for evaluation of individual internship credit allowances. For the Services NCO who has been in the Air Force some time, these internship credits can satisfy a significant portion of the degree requirements (12-16 semester hours, depending upon AFSC). So it's worth checking into.

Within limitations, correspondence course credit and credit by examination may be used to satisfy a portion of the degree requirements. A maximum of 24 semester hours of correspondence course credit, examination credit, or a combination of both, may be used toward completion of either program. Examinations such as those offered by the United States Armed Forces Institute (USAFI), including the College General Education Development (CGED) test and current examinations offered by the Defense Activity for Non-Traditional Education Support (DANTES), the College Level Examination Program (CLEP), the American College Testing Proficiency Examination Program (ACT/PEP), and the Advanced Placement Test (AP), are all available at no cost through the Base Education Office and can count toward completing a degree. Other credit by examination may be accepted on an individual basis.

CCAF accepts transfer credit for resident courses taken in other colleges and universities. To be accepted, this course work must be completed in a regionally accredited post secondary institution, be applicable to the student's degree program, and not duplicate course work which has already been applied. The student must have achieved a grade of "S" (Satisfactory) for Air Force courses. A "C" or higher must be achieved in courses completed at non-Air Force institutions.

Professional Military Education (PME) courses are another source of credit that can be applied toward the Food Service and Lodging Management degree programs. Students may earn up to 22 semester hours of credit through completion of PME.

(NOTE: The information for this section was provided by HQ AFESC/DEHR and source documentation is maintained by that agency.)

SERVICES TRAINING MANAGER'S ROLE IN CCAF DEGREE OPPORTUNITIES

Your role in the area of educational endeavors is basically the promotion of educational opportunities that exist and to encourage all eligible airmen to check out the opportunities. Encourage airmen to "cash in" their technical training and prior college courses (if applicable) and receive equivalent credit towards a CCAF degree. Detailed counselling should be provided by the Base Education Office.

The participation of Services airmen in the Food Service and Lodging Management degree programs not only rewards the individuals, but it builds a more educated supervisory base in Services functional areas. This strengthens the career field and ultimately improves mission effectiveness.

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19. Maxwell AFB OJT Manager's Orientation Course Student Workbook. Maxwell AFB AL: OJT Advisory Service (ATC), Undated.

APPENDICES

Appendix A

Services Training Manager's References

Reference		Location
AFR 0-2	Numerical Index of Standards and Recurring Air Force Regulations	Unit Library
AFR 0-8	Numerical Index of Specialty Training Standards	Unit Library
AFR 8-13	Air Force Specialty Training Standards	Base OJT Mgr
AFM 35-1	Military Personnel Classification Policy	Base OJT Mgr
AFM 35-8	Air Force Military Personnel Testing System	Base OJT Mgr
AFR 36-1	Officer Classification Regulation	Unit Library
AFR 39-1	Airman Classification Regulation	Unit OJT Mgr
AFR 39-6	The Enlisted Force Organization	Unit Library
AFR 50-5	USAF Formal Schools Catalog	Base Master Ref Library
AFR 50-9	Special Training	Base Master Ref Library
AFR 50-12	Extension Course Program	Unit Library
AFR 50-23	On-the-Job Training	Unit OJT Mgr
AFR 50-38	Field Evaluation of Education and Training Programs	Unit OJT Mgr
AFR 50-54	Field Training Detachment (FTD) Program	Base OJT Mgr
AFR 140-3	Air Force Services Readiness in Base Services (RIBS) Program	Unit Library
AFR 140-4	Prime RIBS Manager's Handbook	Unit Library

Appendix B

BILLETING DESK CLERK

1. The purpose of this Air Force Job Qualification Standard (JQS) Task List is to identify the minimum duties and tasks required to manage a Billeting desk operation. This document is to be used to plan and record all position related training.

2. Certification Procedures. For a billeting desk clerk to be considered position qualified he/she will be trained and certified on all tasks identified on this list. Asterisked tasks may be deferred if the supervisor determines they are not applicable to the individual's current job assignment, or if no training capability exists. The supervisor identifies deferred tasks by initialing to the left of each deferred item. Deferred tasks will be reevaluated each time an individual changes duty positions, and will be items of interest during staff assistance visits.

3. Qualification Standard. JQS tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance, error free, and meets local demands for timely completion of the task.

4. MAJCOMs and below may supplement this list to add command and local requirements.

THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY

TRAINEE

NAME (Last, First, Middle Initial)	Initials	SSAN

IMMEDIATE SUPERVISOR'S NAME AND INITIALS

N/1	N/1
N/1	N/1
N/1	N/1
N/1	N/1
N/1	N/1
N/1	N/1

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL   CHARLES A. GABRIEL, General, USAF
                                            Chief of Staff

JAMES H. DELANEY, Colonel, USAF
Director of Administration   PREVIOUS PAGE
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Appendix B

TASKS AND TECHNICAL REFERENCES	TRAINING START DATE	DATE CERTIFIED	TRAINEE AND SUPERVISOR INITIALS
1. PERFORMS ADMINISTRATIVE FUNCTIONS: (AFR 90-5; AFR 90-9)			
a. Identify categories of authorized patrons.			
*b. Confirm or deny reservations by mail, message, telephone or in person.			
*c. Complete AF Forms 2506, Reservations for Individuals, and AF Forms 2507, Reservations for groups.			
*d. Maintain reservation logbook.			
*e. Maintain daily occupancy records.			
*f. Maintain service call/work control service logs.			
g. Operate telephone switchboard.			
h. Maintain guest housing registers.			
i. Assign rooms to authorized patrons.			
j. Authorize use of contra- quarters.			
k. Maintain accurate room status by completing a daily house-keeping report.			

TASKS AND TECHNICAL REFERENCES	TRAINING START DATE	DATE CERTIFIED	TRAINEE AND SUPERVISOR INITIALS
l. Post registration control logs.			
m. Prepare Government Quarters and Mess forms, DD Form 1351-5.			
n. Perform periodic checks of registration file to locate walk-outs.			
o. Approve personal checks.			
p. Inventory controlled sundry items and forms.			
*q. Maintain status boards, charts, or graphs.			
r. Maintain AF Forms 2505, Guest Registration.			
*s. Provide base locator service.			
t. Prepare daily summaries of cash receipts.			
u. Maintain recall roster of TDY travelers residing in commercial facilities.			
v. Maintain accountability for all keys.			
w. Maintain dishonored check listing.			
x. Provide initial INTRO services.			

2

Appendix B

TASKS AND TECHNICAL REFERENCES	TRAINING START DATE	DATE CERTIFIED	TRAINEE AND SUPERVISOR INITIALS
*y. Operate CPU keyboard to input data to billeting computer system. (automated desk operations only)			
z. Cite procedures for protection of distinguished visitors.			
2. RECEIVING AND DISBURSING CASH: (AFR 176-2; AFR 176-10; AFR 125-37)			
a. Collect reimbursements for sundry item sales and services.			
b. Operate cash registers.			
c. Count cash.			
d. Withdraw cash from register (make change).			
e. Deposit cash receipts into cash registers.			
f. Prepare cash refund and over-ring reports.			
g. Prepare cashier credit slips.			
h. Prepare cash register adjustment vouchers.			
i. Verify change fund.			
j. Prepare cash collection vouchers.			

Appendix B

TASKS AND TECHNICAL REFERENCES	TRAINING START DATE	DATE CERTIFIED	TRAINEE AND SUPERVISOR INITIALS
k. Cite established anti-robbery procedures.			
3. PROVIDE CUSTOMER SERVICE: (AFR 90-9).			
a. Maintain literature, i.e., base/area maps and information, bus schedules, restaurants, entertainment, off base hotels, motels and kennels.			
b. Maintain guest lost and found items report.			
c. Receive and resolve guest complaints, or refer to competent authority for resolution.			
d. Provide wake up service.			
e. Safeguard guest's valuables.			
f. Issue and monitor location of special items (irons, cribs, etc) and arrange placement in rooms when requested.			

4

JOB QUALIFICATION STANDARD CONTINUATION SHEET

PARA-GRAPH NO	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFI-CIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPER-VISOR INITIALS
	ADDITIONAL DUTY ON-THE-JOB TRAINING (OJT) MANAGER AD-751X2	G				
		G	.			
		G				
1	PREPARE CORRESPONDENCE TR: AFP 13-2; AFR 10-1, and 100-20	G				
		G				
		G				
2	DEVELOPMENT OF TRAINING PROGRAM TR: AFP 50-23; AFM 50-62	G				
		G				
		G				
	a. DEVELOP WRITTEN TEST	G				
		G				
		G				
	b. ADMINISTER WRITTEN TEST	G				
		G				
		G				
	c. ANALYZE TEST RESULTS	G				
		G				
		G				
	d. PERFORMANCE EVALUATIONS	G				.
		G				
		G				
	(1) EVALUATE STAFF ASSISTANCE VISIT REPORTS FOR TRENDS	G				
		G				
		G				
	(2) REVIEW SAFETY REPORTS TO DETER-MINE TRAINING DEFICIENCIES	G				
		G				
		G				
	(3) MONITOR MANDATORY AFSC REQUIRE-MENTS PER DUTY DESCRIPTION LISTED IN AFR 39-1	G				
		G				
		G				
3	TRAINING MATERIALS TR: AFR 50-23, 5-31 and 7-1; ECI CATALOG and GUIDE	G				
		G				
		G				

DATE	TRAINEE NAME AND SSAN	PAGE NUMBER
	49	1 of 6

AF FORM 797 MAY 82   PREVIOUS EDITION WILL BE USED

JOB QUALIFICATION STANDARD CONTINUATION SHEET

PARA-GRAPH NO.	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFI-CIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPER-VISOR INITIALS
	a. ORDER JOB QUALIFICATION STANDARDS (JQS). INCLUDES AFJQSs, STSs, AND MAJCOM JQSs.	G				
		G				
		G				
	b. MAINTAIN FILE OF JQS FOR EACH AUTHORIZED AFSC LISTED ON MANNING DOCUMENT	G				
		G				
		G				
	c. ENSURE TRAINEE IS ENROLLED IN APPROPRIATE CAREER DEVELOPMENT COURSE (CDC)	G				
		G				
		G				
4	TRAINING ACTIVITIES TR: AFR 50-23, 50-38, 35-1, 35-41, 39-1 and 35-56	G				
		G				
		G				
	a. COORDINATE SCHEDULING OF TRAINING FACILITIES	G				
		G				
		G				
	b. CONDUCT OJT STAFF ASSISTANCE VISITS	G				
		G				
		G				
	c. MONITOR READING TEST (AFRAT) AND TYPING TEST RESULTS	G				
		G				
		G				
	d. MAINTAIN CURRENT OJT ROSTER	G				
		G				
		G				
	e. ATTEND MONTHLY OJT MEETING	G				
		G				
		G				
	f. CONDUCT QUARTERLY OJT MEETING	G				
		G				
		G				
	g. INITIATE AND REVIEW AF FORM 623	G				
		G				
		G				

DATE	TRAINEE NAME AND SSAN	PAGE NUMBER
	50	2 of 6

JOB QUALIFICATION STANDARD CONTINUATION SHEET

PARA GRAPH NO.	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFI CIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPER VISOR INITIALS
	h. COORDINATE SCHEDULING OF OJT ADVI- SORY SERVICE COURSE ATTENDANCE	G				
		G				
		G				
	i. MAINTAIN LISTING OF PERSONNEL REQUIRING OJT ADVISORY COURSE ATTENDANCE	G				
		G				
		G				
	j. ADVISE ON AVAILABILITY OF AND USE OF TRAINING MATERIAL	G				
		G				
		G				
	k. RECOMMEND CORRECTIVE ACTION FOR DEFICIENCIES IN TRAINING	G				
		G				
		G				
	l. PROVIDE INFORMATION ON STATUS OF TRAINING	G				
		G				
		G				
	m. MANAGE USAF GRADUATE EVALUATION PROGRAM USING AF FORM 1284	G				
		G				
		G				
	n. MONITOR INDIVIDUAL MOBILIZATION AUGMENTEE (IMA) TRAINING, IF AF RESERVE IMAs ASSIGNED.	G				
		G				
		G				
	o. SCHEDULE PERSONNEL FOR FORMAL TRAINING COURSES	G				
		G				
		G				
5	MANAGEMENT OF MANDATORY CAREER DEVELOPMENT COURSE (CDC) TR: AFR 50-23 and ECI CATALOG/GUIDE	G				
		G				
		G				
	a. CONDUCT TRAINEE SUPERVISOR CDC ORIENTATION	G				
		G				
		G				
	b. DELIVER CDC TO TRAINEE/SUPERVISOR	G				
		G				
		G				

DATE	TRAINEE NAME AND SSAN	PAGE NUMBER
	51	3 of 6

AF FORM 797 MAY 82   PREVIOUS EDITION WILL BE USED

JOB QUALIFICATION STANDARD CONTINUATION SHEET

PARA GRAPH NO.	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFICIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPERVISOR INITIALS
	c. ADMINISTER CDC VOLUME REVIEW EXERCISE (VRE)	G				
		G				
		G				
	d. MONITOR AND FORWARD VRE AND COURSE EXAMINATION RESULTS TO TRAINEE/-SUPERVISOR	G				
		G				
		G				
	e. INSURE REVIEW TRAINING IS CONDUCTED ON INCORRECT AREAS	G				
		G				
		G				
	f. VERIFY AND FORWARD REQUEST FOR CDC EXTENSIONS TO ECI USING ECI FORM 17	G				
		G				
		G				
	g. SUBMIT CHANGE OF ADDRESS TO ECI FOR INCOMING TRAINEES ENROLLED IN CDC	G				
		G				
		G				
	h. INSURE TRAINEES WHO DEPART PCS, PCA, ETC., HAVE THEIR CDC MATERIAL	G				
		G				
		G				
6	TRAINING FILES TR: AFM 12-20, 12-50 and AFR 50-23	G				
		G				
		G				
	a. ESTABLISH SUSPENSES	G				
		G				
		G				
	b. MAINTAIN OJT INFORMATION	G				
		G				
		G				
	(1) OJT ROSTER	G				
		G				
		G				
	(2) STAFF ASSISTANCE VISIT REPORTS	G				
		G				
		G				

DATE	TRAINEE NAME AND SSAN	PAGE NUMBER
	52	4 of 6

JOB QUALIFICATION STANDARD CONTINUATION SHEET

PARA-GRAPH NO.	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFI-CIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPER-VISOR INITIALS
	(3) TRAINING SCHEDULES AND APPOINT-MENTS	G				
		G				
		G				
	(4) PERSONNEL ACTION REQUEST (AF FORM 209X)	G				
		G				
		G				
	(5) OJT ADVISORY SERVICE COURSE ATTENDANCE	G				
		G				
		G				
	(6) THIRD PARTY TASK PERFORMANCE EVALUATOR APPOINTMENT LETTER	G				
		G				
		G				
	(7) ASSIST WORKCENTER SUPERVISORS DEVELOP TRAINING PLANS	G				
		G				
		G				
7	MISCELLANEOUS TE: AFR 50-23, SERVICES LETTER 85-5	G				
		G				
		G				
	a. ATTEND THE OJT ADVISORY SERVICE COURSE	G				
		G				
		G				
	(1) OJT MANAGER COURSE J4AJF75000-007 PDS CODE 32Z	G				
		G				
		G				
	(2) OJT SUPERVISOR COURSE J4AJF75000-006 PDS CODE 32X	G				
		G				
		G				
	(3) OJT TRAINER COURSE J4AJF75000-005 PDS CODE 32W	G				
		G				
		G				
	(4) ASSIST PERSONNEL WITH INFOR-MATION FOR OFF-DUTY DEGREE PROGRAMS THROUGH CCAF	G				
		G				

DATE	TRAINEE NAME AND SSAN	PAGE NUMBER
	53	5 of 6

AF FORM 797 MAY 83   PREVIOUS EDITION WILL BE USED

JOB QUALIFICATION STANDARD CONTINUATION SHEET

PARA-GRAPH NO.	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFI-CIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPER-VISOR INITIALS
8	LEARNING RESOURCE CENTER (LRC) TR: SERVICES LETTER 84-17	G				
		G				
		G				
	a. ESTABLISH AND/OR MAINTAIN LRC	G				
		G				
		G				
	b. PROMOTE AND SCHEDULE USE OF LRC	G				
		G				
		G				
	c. MAINTAIN SERVICES UNIT AUDIOVISUAL LIBRARY	G				
		G				
		G				
9	READINESS TRAINING MANAGEMENT TR: AFR 140-3, AFP 140-4	G				
		G				
		G				
	a. ASSIST PRIME RIBS NCO IN SCHEDULING AND CONDUCTING READINESS TRAINING	G				
		G				
		G				
	b. REVIEW READINESS TRAINING FOR PRIME RIBS TEAM MEMBERS DURING SCHEDULED STAFF ASSISTANCE VISITS.	G				
		G				
		G				
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		G				
		G				
		G				
		G				
		G				
		G'				
		G				
		G				
		G				
		G				

DATE	TRAINEE NAME AND SSAN	PAGE NUMBER
	54	6 of 6

SPECIAL TASK CERTIFICATION AND RECURRING TRAINING

TASK OR RECURRING TRAINING AND STUDY REFERENCES	EVALUATION OR TRAINING				EVALUATOR OR INSTRUCTOR	TRAINEE INITIAL	SUPERVISOR OR CERTIFYING OFFICIAL
	TYPE	DATE COMPLETED	SCORE OR HOURS	DUE DATE			
A	B	C	D	E	F	G	H

NAME OF TRAINEE (Last, First, Middle Initial)		SSAN	GRADE	AFSC

AF FORM 1098
NOV 73

Appendix E

CHEVRON DINING HALL TRAINING PLAN

Example

Training Requirement	References	Methods	Target Dates
1. Subsistence Management (Supervisor, Shift Leaders, Storeroom Clerks)	AFR 146-7, CDC, Local Policy	Classroom & Demonstration	15 Jan 86 15 Apr 86
2. AF Form 662, Production Lag (Supervisor, Shift Leader, Shift Cooks)	AFR 146-7 CDC	Classroom, Individual & Demonstration	30 Jan 86 1 May 86
3. Schedules Work of Subordinates (Supervisor, Storeroom Supv, Shift Leader)	AFR 146-7	Individual & Demonstration	30 Jan 86
4. Field Range Operation (Supervisor, Shift Leader Shift Cooks)	AFP 140-4, T.O.s	Exercise, Demonstration & LRC	15 Jan 86 15 Apr 86 15 Jun 86 15 Oct 86

NOTE: Tasks from AFJQSs, MAJCOM JQSs, local JQSs, and AF Forms 1098 may be consolidated in this or other methods to form a training plan.

Appendix F

FOOD SERVICE AUDIOVISUAL TRAINING AIDS

16mm Films

2077-DF-Air Force Commissary

21837-DF-Finishing Touch, The

24887-DF-Preparing Ration-Dense Foods

24959-DF-Basic Meat Cookery

25223-DF-Seafood Cookery

25314-DF-Pastry and Pies

26449-DF-Air Force Food Service Program-Preparation of Salads

26560-DF-Poultry Cookery

27857-DF-Bread and Dinner Rolls

27864-DF-Air Force Food Service Program-The Sandwich Meal

27887-DF-Air Force Food Service Program-Cakes and Cookies

27906-DF-Air Force Food Service Program-Vegetable Preparation

27954-DF-Air Force Food Service Program-Mission Support Meals

28003-DF-USAF Veterinary Support on Taiwan for Sea

28024-DF-USAF Veterinary Service, The

28082-DF-Deep Fat Frying

28083-DF-Carving the Rib Roast

28084-DF-Broiling

28085-DF-Cool Head for Salads, A

28086-DF-Fast Sandwich Making

28087-DF-Mr Dish Machine Operator

28098-DF-What Donald Doesn't Know-Consumer Level Quality Audit Program

28246-DF-Sweet Doughs

28250-DF-Quick Breads

38712-DF-Hamburger Sandwich, The

39420-DF-Give Your Eggs a Break

39421-DF-Sandwich Preparation and Presentation

39422-DF-Using Standardized Recipes

39423-DF-Roasting

39424-DF-Braising and Stewing

39425-DF-Vegetable Preparation

39426-DF-Simmering and Poaching

39427-DF-Short Order Cooking

39428-DF-Cafeteria Service

39429-DF-Preventing Waste

39432-DF-Presentation of Food and Beverage

39433-DF-Receiving and Storage

27574-DF-Rat Problem, The

27803-DF-Outbreak of Staphyloccus Intoxication, An

50056-DF-Field Sanitation and Personal Hygiene-Personal Hygiene, Part B

51095-DF-Sanitation: Rodent and Insect Control

41012-DF-Food for Health Eating Plan

6000550-DF-Services Field Feeding

Appendix G

SERVICES AUDIOVISUAL TRAINING AIDS

MORTUARY

Sound-On-Slide

53067-DF-Inspection of Casket and Shipping Case

600243-DF-Military Honors, The Air Force Funeral at a Graveside Service

600549-DF-Services Mortuary Search/Recovery

Video Cassette

600468-DF-Standard Air Force Funeral at Graveside, The

16mm

51736-DF-Cold Facts

52691-DF-Inspection of Mortuary Services and Supplies Inspection of Remains

BILLETING

16mm

53232-DF-Housekeeping Training Program

Sound-On-Slide

600551-DF-Services Field Laundries

600552-DF-Air Force Field Billeting

600553-DF-Services Field Sanitation/Hygiene

600554-DF-Air Force Services Readiness Program

Video Cassette

*BH-VC-3001-Courtesy is the Answer

*BH-VC-3002-Cleaning the Bathroom

*BH-VC-3003-Making Up the Room

*BH-VC-3004-Hotel Fire Safety

NOTE: Training aids identified with an "*" are obtained from MAJCOM/DEHs. All others are obtained through the Base Audiovisual Library.

Appendix H

TRAINING QUALITY REPORT (TQR)
(See Instructions on Reverse)

1. FROM: *(Using Activity Address)*	2. TO: *(Copy 1)*	3. TO: *(Copy 2) (MAJCOM/DPAT Address)*
	HQ ATC/ RANDOLPH AFB, TX 78148	

4. NAME OF GRADUATE *(Last, First, Middle Initial)*		5. SSAN	6. GRADE	7. UNIT OF ASSIGNMENT	8. BASE

COURSE *(Not required for BMT)*		SPECIALTY OR COURSE TRAINING STANDARD *(STS/CTS)*		
9. NUMBER	10. TITLE	11. GRADUATION DATE	12. NUMBER	13. TITLE	14. DATE

Provide the required information below when the graduate cannot meet the specialty/course training standard proficiency levels specified for the course. **In Block 15** identify the appropriate job areas, i.e., Aircraft General, Elec System, Medical Techniques, etc. **In Block 16**, match the job areas with specific task and/or knowledge items in the **STS/CTS**. **In Block 17** "Remarks" explain the inadequacy in identifying the specific equipment or procedures involved. Use examples if possible.

15.	16. STS REFERENCE		17. REMARKS
JOB AREA A	ITEM NO. B	PROFICIENCY CODE C	 D

18. DATE	19. GRADE, NAME AND SIGNATURE OF SUPERVISOR	20. AUTOVON NO.

AF FORM **1284** FEB 81 PREVIOUS EDITION IS OBSOLETE.

63

Appendix H

INSTRUCTIONS

1. General.

   a. Use this form to provide feedback on the quality of:

(1)	Specialized Skill Training	(4)	Career Development Courses (CDCs)
(2)	Field Training	(5)	Recruit Training (BMT)
(3)	Phase II Medical Training	(6)	Computer Directed Training System (CDTS) Courses

   b. Do not use this form to recommend a change to the current STS/CTS. Process training standard changes through command channels (See AFR 8-13).

   c. This form is optional for ATC undergraduate flying training, survival courses, flying training programs, and professional development education courses.

   d. Prepare this form when:

     (1) Course graduates are <u>undertrained</u>. (Graduates do not meet the level specified for training in the current Specialty or Course Training Standard (STS/CTS) or flying syllabi.)

     (2) Course graduates are <u>overtrained</u>. (Graduates exceed the level specified for training in the current STS/CTS/flying syllabi or are trained for tasks they are not required to perform.)

     (3) Within 6 months of completing Recruit Training, graduate demonstrates severe deficiencies in standards of conduct or discipline.

     (4) CDC content does not support subject/task knowledge levels in STS.

2. Specific instructions related to numbered blocks on front side of form.

   a. Block 1. Self-explanatory.

   b. Block 2. For ATC technical training courses send to HQ ATC/TTSE. For ATC undergraduate flying training courses and survival courses send to HQ ATC/DOVA. For non-ATC courses, substitute the address of the school which conducted the training.

   c. Blocks 3-5. Self-explanatory.

   d. Blocks 7-8. Identify student's unit and base of assignment.

   e. Blocks 9-11. Identify number and title of course student attended in addition to graduation date.

   f. Blocks 12-14. Identify the number, title and date of the training standard/course control document you are using.

   g. Block 15. Identify job areas in which graduate is having difficulty; for example: contingency responsibilities, air traffic control publications, cable splicing, common automatic test equipment, etc.

   h. Block 16. Relate job area to specific tasks or knowledge on current STS/CTS or other course control document. Identify specific training standard item. Also, include proficiency code for the flying syllabi/STS/CTS items you cite.

   i. Block 17. Briefly explain deficiency.

     (1) Review those specific STS/CTS/flying syllabi tasks, proficiency codes, and the proficiency code key on page 2 of all training standards. (To what level did the training organization agree to train on this task?)

     (2) Compare graduate's ability to perform the task to the proficiency code representing the level to which the training organization agreed to train. (Did the training organization notify you of a training deficiency related to the task in question?)

     (3) Consult with other supervisors of course graduates, if possible, to make sure that your expectations of the graduate's performance is as objective as possible. Be sure you are evaluating the graduate's job performance and not the graduate.

     (4) If you need assistance, ask a representative from the OJT Advisory Service, your unit OJT monitor, or available field training detachment personnel for help.

   j. Block 18. Identify the form preparation date.

   k. Blocks 19-20. Identify supervisor and supervisor's autovon number so that anyone using or getting information copies of the form can call for additional information.

<u>NOTE</u>: Direct questions and recommendations pertaining to this form and its use to HQ USAF/MPPTS, WASHINGTON DC 20330 Autovon 225-7321.

INDEX

CONTINUED

END

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6- 86